

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period	August 1, 2016, to July 31, 2017	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center Grants Administration 2016 MAR 29 PM 12:37 </div>
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal Information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact Information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Henry Ford Academy: Alameda School for Art + Design	015833		
Vendor ID #	ESC Region #	DUNS #	
1383463866	20	832594977	
Mailing address	City	State	ZIP Code
318 W. Houston Street	San Antonio	TX	78205

Primary Contact

First name	M.I.	Last name	Title
Jessica	R	Sanchez	Superintendent
Telephone #	Email address		FAX #
210-226-4031	jsanchez@thealamedaschool.org		210-271-0125

Secondary Contact

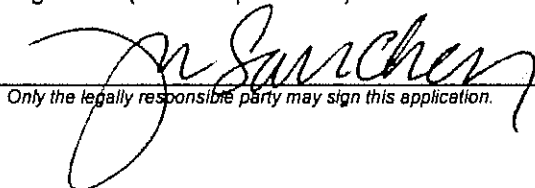
First name	M.I.	Last name	Title
Noemi	M	Rodriguez	Office Manager
Telephone #	Email address		FAX #
210-226-4031	mrodriguez@thealamedaschool.org		210-271-0125

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jessica	R	Sanchez	Superintendent
Telephone #	Email address		FAX #
210-226-4031	jsanchez@thealamedaschool.org		
Signature (blue ink preferred)		Date signed	



March 22, 2016

Only the legally responsible party may sign this application.

701-16-102-066

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	N/A	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): N/A

End date (MM/DD): N/A

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Henry Ford Academy: Alameda School for Art + Design (HFA Alameda School) is part of the Henry Ford Learning Institute (HFLI) network of schools. HFA Alameda School opened in San Antonio in 2009 as an open-enrollment charter high school in partnership with local arts organizations. Its mission is to ensure that our students are prepared to succeed in college, pursue the career of their choice, and address challenges with creativity and innovation.

The San Antonio community recognizes creativity and innovation in learning. When the community came together in 2010 to create their city's transformational 2020 Vision, they concluded, "Creativity leads to critical and innovative thinking, a key component of the 21st century knowledge-based economy that will keep our best and brightest home and expand our creative class." The San Antonio community also believes that "the arts create an education and neighborhood fabric that helps turn today's students into tomorrow's critical thinkers and leaders."

HFA Alameda School and the proposed Henry Ford Academy: Alameda Community Resource and Learning Center reside in the Casa de Mexico International Building next to the renowned Alameda Theater, once the largest Spanish-language entertainment venue in the country. Built in 1949, Casa de Mexico International sits on historic Houston Street in downtown San Antonio. Housing HFA Alameda School and the Center at this location is a natural fit with the school's innovative curriculum and aligns the Center with community organizations and San Antonio 2020's vision to promote the arts and preserve historic buildings and character downtown. School Superintendent Jessica Sanchez brings strong leadership in nonprofit management and is deeply engrained in the art and culture community in San Antonio.

Based on the Henry Ford Academy model, HFA Alameda School presents a learning community that instills professional expectations, embraces community connections, and values art, design, and creativity as essential to our high school's college-bound culture. HFA Alameda School is built on the idea that learning needs to be hands-on, connected to the real world, and should develop not only students' academic knowledge and skills, but also their potential as creative thinkers and innovative problem solvers. For the 2014-15 school year, the school received a "Met Standard" rating, and earned distinction designations in four areas: Academic Achievement in Reading/ELA, Academic Achievement in Mathematics, Top 25 Percent Student Progress and Post Secondary Readiness.

HFA Alameda School currently serves 158 students in grades 9-12. These students are a remarkable group of individuals that have overcome significant obstacles in such young lives. More than half (53%) is economically disadvantaged compared to San Antonio's poverty level of 20.1% (U.S. Census Bureau, 2014). The majority is Hispanic (82%) in a state where minorities are "two times more likely to leave school without graduating with a diploma than white students" (Johnson, 2013). A significant number are emotionally fragile due to conflicting views of self and their traditional family values. Many also had poor grades and low attendance at previous schools where they were bullied, ostracized and demeaned for being different.

Even in the face of these challenges, 98.1% of students from HFA Alameda School graduated on time in 2014 and 100% of those graduates were accepted to prominent colleges and universities around the country, including the University of Texas-Austin, Southwest School of Art, and Loyola University. They were awarded more than \$1.4 Million in scholarships, nearly two times the dollars offered in 2013. Students attribute their success to their time at HFA Alameda School where they are given the opportunity to be themselves with encouragement and without judgment. An anonymous student survey reported that 88% of our current students felt they are more likely to graduate from college and lead a successful life because they attended HFA Alameda School. This tightly knit, supportive, learning community empowers our students to defy the statistics, discover their own self worth, and want more for themselves.

And yet with these accomplishments, our research and data informs us that more work is needed. HFA Alameda School

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

proposes the Henry Ford Academy: Alameda Community Resource and Learning Center be established to deliver new and expanded out-of-school time programs coordinated with the Academy and other community organizations that will support the grant program goals to improve academic performance, school day attendance, positive behaviors, grade promotion rates and the graduation rate.

Programs and activities have been developed with input of HFA Alameda School teachers and administrators with support from its charter management organization, HFLI, and the National Dropout Prevention Center/Network (NDPC/N). Programs can be categorized into the Texas ACE framework areas of academic support, enrichment, family and parental support, and college and workforce readiness.

Academic Support

- Student Success (new) – teacher supported program includes STAAR test preparation and tutoring to minimize summer learning loss and focus on academic need areas (summer)
- Credit Recovery and Tutoring (expanded) – teacher supported online credit recovery program and open tutoring to help students meet requirements for grade level promotion and graduation (fall/spring/summer)

Enrichment

- Intramural Sports (expanded) – volleyball, basketball and Sports Exploration course to improve students' physical health, social/emotional capacity, build school culture, and offer options for credit/credit recovery (fall/spring)
- LGBT Mentoring and Support (expanded) – weekly education, mentoring and support to promote student mental/emotional health and build community (fall/spring/summer)
- Art/Design Camp (new) – three week mini-master classes combining academics and art through themes such as "The History of San Antonio through Art" or "Math in Art: Beauty and Appeal through Fibonacci Sequence" to provide an innovative and engaging approach to teaching foundation academics (math, science, social studies) (summer)
- Theater Camp (new) – three week mini-master classes combining academics and theater through themes such as "The Female Voice in Theater" featuring local writers or "Script Writing" that culminates in a performance to provide an innovative and engaging approach to teaching foundation academics (ELA, reading, social studies) (summer)
- Earn-a-Bike Co-op (new) – volunteer led workshop where students earn bikes through time spent building them to promote responsibility and self-empowerment while learning STEAM skills (summer)

Family and Parental Support

- Monthly Parent Connect meeting (expanded) – regularly scheduled meetings offering a variety of focused topics to encourage active participation of parents/families in their student's education (fall/spring/summer)
- LGBT Mentoring and Support (expanded) – weekly education, mentoring and support to increase understanding and improve student support systems (fall/spring/summer)

College and Workforce Readiness

- Success by Design (new) – semester-long course that will use design thinking mindsets and habits to help students take individual responsibility for their own academic and life success with personal management of their school and career pathways. Success by Design Modules might cover topics such as building relationships and a personal support system, problem solving, goal setting and career exploration. (fall/spring)
- Innovation Springboard: JumpStart your Future as an Entrepreneur (expanded) – multi-day workshops use design thinking as an essential foundation to provide youth with a powerful, flexible set of problem solving tools and skills they can apply to their academic learning, workplace responsibilities and personal entrepreneurial ventures (fall/spring/summer)
- Ford STEAM Lab (new) – during this multi-week program, students will use digital tools to gain understanding of the process and steps involved in developing a prototype mobile app of their own interest and build their engineering design skills (summer)

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 015833				Amendment # (for amendments only):	
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$88,800	\$11,640	\$100,440
Schedule #8	Professional and Contracted Services (6200)	6200	\$45,270	\$0	\$45,270
Schedule #9	Supplies and Materials (6300)	6300	\$21,545	\$0	\$21,545
Schedule #10	Other Operating Costs (6400)	6400	\$48,000	\$0	\$48,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$203,615	\$11,640	\$215,255
8% indirect costs (see note):			N/A	\$931	\$931
Grand total of budgeted costs (add all entries in each column):			\$213,615	\$12,571	\$216,186
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		N/A	N/A	N/A
Administrative Cost Calculation					
Enter the total grant amount requested:					\$216,186
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$10,809

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director (required)	1	0	\$45,000
5	Site coordinator (required)	0	0	\$0
6	Family engagement specialist (required)	0	1	\$20,000
7	Secretary/administrative assistant	0	1	\$3,600
8	Data entry clerk	0	0	\$0
9	Grant accountant/bookkeeper	0	1	\$3,600
10	Evaluator/evaluation specialist	0	1	\$3,000
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant): N/A				
13	ESC specialist/consultant	n/a	n/a	\$ n/a
14	ESC coordinator/manager/supervisor	n/a	n/a	\$ n/a
15	ESC support staff	n/a	n/a	\$ n/a
16	ESC other	n/a	n/a	\$ n/a
17	ESC other	n/a	n/a	\$ n/a
18	ESC other	n/a	n/a	\$ n/a
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$10,800
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits		\$14,440
27	61XX	Tuition remission (IHEs only)		\$n/a
28	Subtotal substitute, extra-duty, benefits costs			\$25,240
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$100,440

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 015833		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$7,000
	Rental of gymnasium space across from Center for health and fitness activities	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$7,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Texas-specific digital curriculum for STAAR prep, tutoring and credit recovery	\$9,000
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$16,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$29,270
(Sum of lines a, b, and c) Grand total		\$45,270

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015833		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$21,545
Grand total:		\$21,545

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 015833		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$3,000
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$3,000
Remaining 6400—Other operating costs that do not require specific approval:		\$45,000
Grand total:		\$48,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:				
Category	Number	Percentage	Category	Percentage
African American	1	.6%	Attendance rate	92%
Hispanic	130	82.3%	Annual dropout rate (Gr 9-12)	1.0%
White	21	13.3%	Students taking the ACT and/or SAT	73.2%
Asian	0	0%	Average SAT score (number value, not a percentage)	1383
Economically disadvantaged	108	68.4%	Average ACT score (number value, not a percentage)	17.8
Limited English proficient (LEP)	3	1.9%	Students classified as "at risk" per Texas Education Code §29.081(d)	65.2%
Disciplinary placements	0	0%		

Comments

Data from 2014-2015 Texas Academic Performance Report/2014-15 Campus Profile

The makeup of the student body is primarily Hispanic at a rate significantly higher than the state average (82.3% vs. 52% or nearly 60% higher). In addition, these demographics do not illustrate the diverse nature of the students attracted to HFA Alameda School that includes many who self-identify in the LGBT community.

The teaching staff reflects the student population, but as a newer school, HFA Alameda School has many beginning teachers and those with just 1-5 years experience. This rate (81.9%) is more than double the state average (34.6%). Developing out-of-school time support to enhance their work in the classrooms will expand resources for these novice teachers to support student-learning goals.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	8.1	69.8%	Bachelor's degree	9.1	78.5%
White	3.5	30.2%	Master's degree	1.5	12.9%
Asian	0	0%	Doctorate	1	8.6%
1-5 years exp.	4.5	38.8%	Avg. salary, 1-5 years exp.	\$44,055	N/A
6-10 years exp.	2.1	18.2%	Avg. salary, 6-10 years exp.	\$44,733	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	N/A	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	N/A	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	38	39	43	38	55
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0	0	0	0	0	38	39	43	38	158

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HFA Alameda School performs an comprehensive needs assessment annually that includes qualitative data and research from a variety of sources, along with anecdotal knowledge, to identify campus strengths, opportunities, weaknesses and threats (SWOT Analysis). Reviewed data and information include: enrollment, attendance, gender, ethnicity, mobility/stability, at-risk indicators, teacher-student ratios, course/class assignments, course/class grades, classroom schedules for the past three years, lesson plans, graduation/completion/drop-out rates, PEIMS data, SAT/ACT results, teacher and staff input (from staff meetings with agendas), weekly reports and student work. HFA Alameda School also uses data and results from the Texas Academic Performance Report, STAAR Results and benchmark testing from eduphoria!

In its most recent Comprehensive Needs Assessment for the 2015-2016 School Year, its SWOT analysis revealed:

Strengths – student enrollment, student attendance rate, teacher/student ratio, male/female ratio, collaboration/communication and certification of all staff

Weaknesses – high at-risk student rate, high dropout rate, communication, below grade level performance, limited feedback, need to “coach” staff, high number of inexperienced teaching staff, high student mobility

Opportunities – access to external mentors, professional learning communities, and college/university tours

Threats – personnel issues, limited funding

Based on this analysis, administration and staff identified and prioritized the following objectives with detailed action plans to support them for its Campus Improvement Plan:

Objective 1: By May 2016, HFA Alameda School will improve academic performance by a minimum of 5 percentage points on EOC testing in English, Math, History and Science using quality data-driven instruction, curriculum alignment and ongoing monitoring of instruction.

Objective 2: During the 2015-16 school year, HFA Alameda School will increase teacher quality with innovative recruitment/retention strategies, on-going job embedded Professional Development, and the use of the locally developed appraisal system.

Objective 3: During the 2015-16 school year, HFA Alameda School will increase learning time through collaborative staff planning by creating an instructionally focused calendar and the incorporating flexible scheduling.

Objective 4: By May 2016, HFA Alameda School will increase parent/community involvement by 25% through effective communication, increased opportunities for input and accessible community services.

Objective 5: By May 2016, HFA Alameda School will improve school climate by increasing student attendance to 95%, increase the number of extra-curricular activities by 10% and decrease discipline referrals by 10%.

The plans outlined in this grant application for Henry Ford Academy: Alameda Community Resource and Learning Center support these objectives which are also aligned with the following critical success factors the TEA has identified for local ACE programs:

- Students' and families' active participation and engagement in learning
- Students' and families' increased sense of involvement in school
- Use of assessment data to revise/evaluate student services
- Implementation of strategies learned through training

HFA Alameda School is pleased that goals of the TEA ACE program and the program guidelines so closely correlate with its own objectives and anticipates these objectives will remain a focus of its daily school operations and connect with the work of Henry Ford Academy: Alameda Community Resource and Learning Center.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students are not meeting grade level performance standards in core content areas and require supplemental instructional support to catch up with their peers.	Several programs and resources in this proposal address core academics and supplemental support. Student Success and tutoring offer more traditional approaches, while Success by Design and mini-master class summer camps for art/design and theater present more innovative approaches to engaging students and encouraging them to take personal ownership of their pathways to success.
2.	A high percentage of incoming students lack sufficient credits to graduate "on time", or within four years of enrollment as a freshman.	A self-paced, teacher-supported credit recovery program using Texas-specific digital curricula will be offered year-round to encourage and allow students who may be lacking credit sufficient opportunities to earn required credit. Additional credit may be earned through the "Sports Exploration" intramural opportunity.
3.	Students lack support needed from their parents and families to reinforce expectations for regular daily attendance, completion of at-home assignments when they may conflict with other family demands or be challenging without parental input, and the importance of a high school degree – all of which negatively affects social/emotional and academic gains and results in an increased risk for dropping out.	The expansion of the Parent Connect program to include more regular and intentional meeting will provide parents and families greater understanding of the value of having their child successfully complete high school and offer tools and strategies that allow them to better support and help their students navigate their high school careers. For some families, LGBT mentoring meetings will add additional understanding and support systems for students.
4.	The high percentage of students who demonstrate at-risk factors creates a significant demand on teachers and administrators to provide higher than average personal counseling, academic support and unique supplementary programs in social/emotional areas.	Summer camp programs for art/design and theater will provide innovative ways for creative students to explore expressing themselves while building and applying critical reading, writing and analytical skills in the arts and core subject areas. Intramural sports programs provide avenues and opportunities for exercise as a means to reduce stress, increase focus, build confidence and teamwork, and maintain health. LGBT mentoring will provide a safe network for asking questions, sharing concerns, and developing personal identity.
5.	Students lack expertise as individual learners and productive members of the school community which hinders effective use of study time, goal setting and follow through, time management, seeking help when needed, and other skills that prepare them to handle the rigorous demands of school and future careers.	Success by Design will use design thinking mindsets and habits to help students take individual responsibility for their own academic and life success with personal management of their school and career pathways. Innovation Springboard: JumpStart and Ford STEAM Lab workshops offer unique ways for students to develop skills based on their personal interests and ideas while supported by caring educators and mentors. Earn-a-Bike builds responsibility and personal commitment.

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Schedule #14—Management Plan

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Successful experience providing school-based and school-related programming for children, successful experience working with high risk students and families, excellent communication skills and ability to work with individuals of diverse cultural/ethnic backgrounds. Prior experience developing afterschool programs and supervising staff preferred.
2.	Site Coordinator(s)	N/A
3.	Family Engagement Specialist	Successful experience providing school-based and school-related programming for children, successful experience working with high risk students and families, excellent communication skills and ability to work with individuals of diverse cultural/ethnic backgrounds is preferred. Fluency in Spanish a plus.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase number of students meeting grade level standards	1. Offer tutoring and credit recovery sessions	09/06/2016	06/16/2017
		2. Host Success by Design learning/life skills program	9/19/2016	06/16/2017
		3. Host Student Success STAAR test prep session	06/19/2017	07/21/2017
		4. Develop/offer art/design mini master class	07/11/2017	07/29/2017
		5. Develop/offer theater mini master class	07/11/2017	07/29/2017
2.	Improve graduation rate and reduce drop-out rate	1. Select/purchase curriculum database/software	08/01/2016	08/19/2016
		2. Identify/hire staff for tutoring/credit recovery courses	08/01/2016	08/26/2106
		3. Train teachers on credit recovery program materials	09/01/2016	10/1/2016
		4. Facilitate tutoring and credit recovery classes	09/06/2016	06/16/2017
		5. School Board approves credit option for Sports Exploration class	08/24/2016	08/24/2016
3.	Increase parent and community involvement	1. Identify/hire Family Engagement Specialist	08/01/2016	09/16/2016
		2. Schedule/Hold monthly Parent Connect Meetings	10/1/2016	07/31/2017
		3. Develop/deliver parent/family-focused workshops	10/1/2016	07/31/2017
		4. Engage parents/families in JumpStart presentations	10/1/2016	7/31/2017
		5. Engage parents/families in student art exhibitions	10/1/2016	7/31/2017
4.	Increase student participation in extracurricular learning opportunities	1. Identify/hire Project Director	08/01/2016	09/16/2016
		2. Identify/hire program delivery staff	10/1/2016	07/31/2017
		3. Schedule/facilitate five JumpStart sessions	08/01/2016	07/31/2017
		4. Schedule/host intramural sports activities	10/01/2016	06/16/2017
		5. Schedule/facilitate Ford STEAM Lab	5/15/2017	07/31/2017
5.	Improve student skills and mindsets for effective learning and social-emotional resilience	1. Provide professional development workshop to all staff on Success by Design	09/06/2016	10/1//2017
		2. Deliver Success by Design learning/life skills program	10/1/2016	06/16/2017
		3. Offer Earn-a-Bike Program	08/01/2016	07/31/2017
		4. Initiate LGBT mentorship/support program	08/01/2016	07/31/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The approach that HFA Alameda School and HFLI have developed for redesigning how we learn includes Innovation through design thinking, a creative problem solving process. By its very nature, this design thinking mindset sets a tone and expectation for prototyping, feedback and adjustment. This same mindset will be incorporated in staff professional development, program development and assessment in order to continuously improve the offerings and support provided by the Center.

HFLI's model uses this structured process, with specific strategies and tools to address each phase as needed:
Empathy => Define => Ideate => Prototype => Feedback => Reflect

The programs proposed in this application have been developed using this framework. Grant funded staff and partners with the Center will receive training to develop their own skills and mindsets and learn how to apply this approach to the work they will be supporting. They will be encouraged and supported by leaders at HFA Alameda School and HFLI to include it in the programs and interactions with the students and families they will serve.

Administering skills and attitudes assessments prior to and following activities and programs is a common method that will be employed to assess changes in capacities and perceived values of the programs offered by the Center.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Staff and administration of HFA Alameda School have developed an action plan to address the needs identified and outlined in Schedule #13. Initial planning for Success by Design began in 2015 with support from Ford Motor Company Fund. Responding to needs identified across its network of schools, HFLI developed Innovation Springboard: JumpStart to offer exposure to and viable career paths in entrepreneurship. The first prototype, funded by Ford Motor Company Fund and HFLI, was tested in San Antonio in August 2015 with students from HFA Alameda School and other schools. HFLI will continue to test the prototype in other regions in its network while working with HFA Alameda School and is seeking funding from other sources to support this work.

Innovation Springboard: JumpStart is planned as an introductory program that feeds into a longer term mentoring program related to youth entrepreneurship. This portfolio of Innovation Springboard activities will be housed at HFLI, supported by a full time program director and funded through a combination of grants and pay-for-service fees based on a sliding scale of affordability.

The Project Director and Family Engagement Specialist will build relationships with community groups such as Earn-a-Bike to provide experiences and opportunities for students at no cost to the student or Center. HFA Alameda will begin hosting Earn-a-Bike in summer 2016 to be able to test response and success and refine the program for this audience in 2017. Regular collaboration and communication with the HFA Alameda Superintendent will ensure coordination of efforts.

By building its support systems through the Center to improve academic performance and community ties, HFA Alameda anticipates increased interest and demand for its unique programs, and looks to grow its enrollment and student related funding to ensure long-term sustainability. This is described in greater detail in Schedule #16, Statutory Requirement #10.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR Testing Results and Trends	1.	Overall testing scores increase year to year
		2.	Testing scores for subjects in which student participate in tutoring improve
		3.	Increase in the number of students require retesting who actually do test (goal of >50% students needing to retest in a subject do so during Student Success summer program)
2.	School Attendance Rates and Trend	1.	Overall attendance rate increases (tracked and reviewed quarterly)
		2.	Attendance rate for students participating in program increases
		3.	
3.	High School Graduation Rate and Trend	1.	Overall graduation rate increases
		2.	Graduation rate increases for students participating in program
		3.	High School dropout rate decreases
4.	Grade Level Promotion Rates and Trends	1.	Overall grade level promotion rate increases by grade
		2.	Grade level promotion rate increases for students participating in program
		3.	
5.	ACE Program Participation Rates	1.	Number of regular students who participate in ACE program is 55 or more
		2.	Number of parents/families who participate in ACE program is 65 or more
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HFA Alameda currently reviews STAAR testing data twice annually – once at the beginning of the school year in August and again following the second testing period in October-December. This data is readily accessible and will be shared with the Project Director and Center staff.

Attendance data is collected daily, reviewed weekly and analyzed for programmatic planning on a quarterly basis. Excessive absences or changes in attendance that indicate possible challenges are flagged for discussion by the teachers with their students and/or families.

Currently teachers and administrators review student data and develop Individual Student Learning Plans at the beginning of the academic year (August-October). The Project Director will join this team to suggest Center programs that can help the students achieve academic goals and support their recommended or required participation in Center programs. The Project Director will share attendance data for Center participation with HFA Alameda administrators, working with them to determine possible changes to or additional program options for each student based on the incoming information.

Individual student data cannot be shared publically, but consolidated data on overall Center use and specific program use can be shared with the HFA Alameda community via regular email communications, website news postings and in teacher/administrator meetings. Individual student data from Center programs will be reviewed with the students and parent/family. The Project Director and Superintendent will pay particular attention to attendance and overall performance and achievement trends as they relate to reaching the regular student targets for participation and learning outcomes.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Many students at HFA Alameda have been identified as deficient in credits or passing scores in order to meet graduation requirements. Staff members counsel students to earn missing credits, but have not had onsite resources to assist or monitor such recovery. The addition of the Center, staff and resources to provide credit recovery will help that effort by offering the recovery support in the same, safe space to which students and parents have become comfortable. Some tutoring has been offered to date. This program will also expand hours and resources for tutoring.

HFA Alameda offers LGBT mentoring currently through Big Brothers/Big Sisters and the San Antonio Pride Center. By adding the Alameda Community Resource and Learning Center and more comprehensive scheduled hours, HFA Alameda students and their families will have additional resources with which to address the social/emotional issues that are prohibiting students from fully focusing on their academics.

Intramural sports have occurred sporadically to date as budgets and staffing preferences allow. Students regularly express their desire to have more options for physical activity, social interactions and team building which we will better be able to meet through the Center and regularly scheduled activities that take place over the full academic year.

New programs such as Innovation Springboard: Jump Start, Ford STEAM Lab, summer camps for art and theater, and Earn-a-Bike will add creative growth and development opportunities to engage students in learning out of school that align with the creative and innovative culture of the school.

Students participating in the program will be given bus passes to provide for safe and reliable transportation options. HFA Alameda currently uses the public transportation system for students rather than contracting with bussing providers as a more affordable, more flexible option. The San Antonio Bus System offers fairly extensive, relatively safe transportation coverage.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Henry Ford Academy: Alameda Community Resource and Learning Center, as a single feeder Center, has direct access to the communication distribution channels used by the HFA Alameda School staff. These include the School website and news section, email newsletters and eblasts to parents and students, posting to the School's Facebook page and in classroom posters and notices.

In addition, the Center Project Director and Family Engagement Specialist will be able to work closely with the School Superintendent, leadership team and teachers to develop communication and recruiting plans for individual students most in need of its programs and services.

There is the capacity to translate communications into Spanish as needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HFA Alameda School and HFLI have taken a whole child approach to designing the programs proposed at Henry Ford Academy: Alameda Community Resource and Learning Center. We believe that student success is built on the idea that learning needs to be hands-on, connected to the real world, and should develop not only students' academic knowledge and skills, but also their potential as creative thinkers and innovative problem solvers. To do this, barriers related to social/emotional challenges must also be addressed and supported.

A study shared by the National Dropout Prevention Center/Network (Chappell et al., 2015) lists family engagement, behavioral intervention, and literacy development as the most significant evidence-based solutions to address the dropout problem in America. Programs and activities proposed here address each of these while encouraging creative approaches and individual plans for improvement.

Credit recovery and tutoring services directly address grade level and graduating requirements. Parent Connect meetings, LGBT mentoring and intramural activities address mental and physical health and support systems. Success by Design offers students the ability to build study and life skills. Programs like Innovation Springboard: Jump Start, STAM Lab, Earn-a-Bike and art/design/theater camps allow for some additional student choice and engagement that combine creativity and academics.

Reference:

S. L. Chappell, P. O'Connor, C. Withington, & D. A. Stegelin. Clemson, SC: A Meta-Analysis of Dropout Prevention Outcomes and Strategies, National Dropout Prevention Center/Network. April 2015.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Alameda Community Resource and Learning Center will coordinate with and expand upon some of the existing relationships of its founding partners, HFA Alameda School and HFLI. These include Big Brothers/Big Sisters, San Antonio Pride Center, Health Collaborative, Earn-a-Bike, National Dropout Prevention Center/Network, Ford Next Generation Learning and more.

As a grantee and startup program center building an out-of-school-time program, HFA Alameda Community Resource and Learning Center will also want to take advantage of available resources such as MyTexasACE, You 4 Youth, Afterschool Alliance, National Afterschool Association and the Texas Partnership for Out of School Time. As a relatively small Center working with a small school as its only feeder, it is imperative that staff coordinates and leverages the resources created through other funding and by other organizations that have proven to be successful.

Just as HFA Alameda gains value as a member of the HFLI network of schools, the HFA Alameda Community Resource and Learning Center will seek value through building relationships and the coordination of existing networks and resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities proposed for HFA Alameda Community Resource and Learning Center have been designed to address the objectives and needs outlined in Schedule #13. These objective measures of effectiveness include improving academic performance using EOC/STAAR data, increasing learning time, increasing parent/community involvement through effective communication, increased opportunities for input and accessible community services, and improving school climate by increasing student attendance, increasing the number of extra-curricular activities improving the social/emotional health and well-being of our students.

These objectives and measures also align with the goals and objectives of the Texas ACE: Academic Performance, School Day Attendance, Positive Behavior, Grade Promotion Rates, and Graduation Rates.

TEA's own research shows critical factors of success for student achievement include active engagement by students and families, students' increased sense of involvement in school, assessment to determine needs and adjust strategies and course/program offering, and changes/improvement to educational instruction through training.

Small-group instruction or individual tutoring - like that proposed here for Student Success, credit recovery and tutoring - has been shown to be an effective approach (Lauer et al., 2006).

In addition to tracking participation in Center activities, other data that will be collected and shared between the Center and feeder (HFA Alameda) includes STAAR/EOC testing data, grade promotion data, graduation rates, recovery credits earned, and attitudinal survey data.

STAAR Testing data will be collected and shared every quarter. Grade promotion data will be collected and shared at the beginning of the school year, and after each semester. Graduation rates are collected at the end of each year. Recovery credits earned will be collected at the end of every 9-week cycle and at the end of the summer session. Attitudinal survey data is collected at the end of each semester and the end of the summer.

Reference:

Lauer, P. A., Akiba, M., Wilkerson, S. B., Aphorp, H. S., Snow, D., & MartinGreen, M. (2006). Out-of school time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76, 275–313

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

e Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.
X Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Henry Ford Academy: Alameda School for Art + Design (HFA Alameda School) is part of the Henry Ford Learning Institute (HFLI) network of schools. As the nonprofit Charter Management Organization (CMO) for HFA Alameda, HFLI has a vested interest in the long-term success of the School and its students and is a natural partner for HFA Alameda School in the vision and development of Henry Ford Academy: Alameda Community Resource and Learning Center. This proposal was developed jointly between HFA Alameda School and HFLI. A Letter of Agreement that accompanies this application outlines the services that will be provided annually and in alignment with the needs of Center staff, students and families, and HFA Alameda School.

Despite its location in Dearborn, Michigan, HFLI and its Board of Trustees, who also serve as the charter school board, take an active role in the leadership and oversight of HFA Alameda. As the CMO for HFA Alameda, it is logical sense that HFLI rather than another nonprofit would be the lead partner on this project. Signed letters from each board member expressing their support for this application and its sustainability are included in this package.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The establishment of the Henry Ford Academy: Alameda Community Resource and Learning Center will provide for new and expanded resources for the students and families who attend HFA Alameda. While some of these resources may currently be available in limited amounts, they will be consolidated at the Center with dedicated staff to assist and guide students and their families as needed.

Based on the proposed program, the following resources will be available.

- Online credit recovery course content and testing (APEX Learning or similar)
- STAAR test preparation materials
- Mental health resources
- General health resources (including healthy eating)
- FAFSA guides and resources
- Financial literacy and banking information
- GED/ESL resources
- Transportation schedules
- Pre-college resources and program information
- College/University Applications
- Computer/internet access
- School/PTO/event/program calendars
- LGBT community/support information
- Summer camp registration
- Promotional materials for local arts and culture programs and instruction
- Curricula and lesson plans for all Center sponsored learning programs

The resources available in the Center will support the programs and goals proposed in this application and build a new, rich easily accessible place for students and parents to become more deeply engaged in activities that build student success. The HFA Alameda Community Resource and Learning Center, located at HFA Alameda School on historic Houston Street, is conveniently located near Market Square, a vibrant economic space that attracts thousands daily to local businesses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Henry Ford Academy: Community Resource and Learning Center will model HFA: Alameda School's best practices in individualizing learning for all students in order to enhance the academic goals of each student. Individualized learning programs created at the beginning of the year allows for staff, teachers, students and families to come together and review prior academic work and to develop a plan, together, which will help the student meet their goals for the year. In addition to the academic goals which oftentimes include making up missing credits and retaking courses due to non-attendance at previous schools, a comprehensive review of the student's social and emotional well-being is established. After academic goals are set, the team comes together to work with each student to identify potential post-secondary educational options as well as workforce preparation with a focus on finding student internships for students to gain knowledge and skills working in their interest area of choice.

Proposed programs such the Ford STEAM Lab and Innovation Springboard: JumpStart provide the kind of innovative project -based learning experiences that have proven to be effective. In this study, students outscored their peers in the control group who received the more typical textbook- and lecture-driven approach and also scored higher on measures of problem-solving skills and their application to real-world economic challenges (Finkelstein et al., 2010).

Reference:

Finkelstein, N., Hanson, T., Huang, C.-W., Hirschman, B., and Huang, M., Experimental Study of BIE (Buck Institute for Education) Project-Based Economics Units (2010)

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Earn-a-Bike program relies on volunteers who have an active interest in working with youths and helping them earn their bikes by learning how to maintain and care for their own bikes, thus "earning" it through work. Volunteers are vetted by this community nonprofit and have a long history of working with the organization or have gone through the program themselves. In addition, these volunteers each have a background check and reference letters to be qualified.

Big Brothers Big Sisters and the San Antonio Pride Center, who will provide LGBT programs at the Center, have a formal vetting process that employs the same screening process that is used nationally by Big Brothers Big Sisters. The process includes a formal background check, references and interest forms.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

As a single feeder Center, Henry Ford Academy: Alameda Community Resource and Learning Center will work closely with HFA Alameda as the applicant, its charter management company HFLI, and the board which oversees both to jointly ensure its success. Signed letters from each board member expressing their support for this application and its sustainability are included in this package, along with a Letter of Agreement between HFA Alameda School and HFLI expressing support and outlining actions toward long-term success. HFLI, its staff and board will assist HFA Alameda School as the applicant in developing community partners and seeking funding to sustain the Alameda Community Resource and Learning Center.

As part of its long term strategy, HFA Alameda School seeks significant growth in its enrollment currently at 168 students as part of its own sustainability plan. The establishment of HFA Alameda Community Resource and Learning Center will add a substantial amount of supplemental support and resources for HFA Alameda School students and their families to drive improvements in academic performance, attendance, positive behavior, grade promotion rates and graduation rates. Such impact and improvement will be appealing to new families and students who seek options for a learning environment that nurtures innovative and individualized approaches to engaging students and their families. Building upon its recent success in academic achievement and student progress, HFA Alameda anticipates the Center will support an increase in student enrollment to reach full capacity.

Increased enrollment will allow HFA Alameda and, in turn, the Center to create a more sustainable business model. HFA Alameda has developed a pro-forma model that considers student population size and staff capacity. While physically the School could operate with up to 250 students, it has determined an optimum size to be 220-225 students. At this level, the projected revenue and expense model would fully support the operation of the Alameda Community Resource and Learning Center. The step up to the level of staffing needed at an enrollment of 225 occurs at 200 students, and is a target that is deemed feasible, particularly with the addition of the resources and value the Center will provide. Gaining forty new students over the course of five years equates to adding one-two students per grade level per year.

Additional revenue will be explored through a fees-based structure for some of the programs that will be introduced and tested during the grant period, such as the "Mini Master Class" model of summer camp in art and theater. Center staff will work with HFA Alameda School and HFLI to raise awareness of the Center's offerings, understand true demand for the services, refine programs and, based on the incoming data and practical experience, build a post-grant business model that makes the program available for Center students at no cost, but on a sliding scale for other schools or "registering" students. There may be a particular opportunity to offer such programs to the home-schooled community. HFLI and HFA Alameda will also continue to seek and secure other grant and sponsorship funding for programs such as Innovation Springboard: JumpStart for entrepreneurial mentoring and training through the local networks built during the grant period.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HFA Alameda will build upon its established advisory committee to drive engagement and input from community stakeholders and advisors. Based on past involvement and commitments to the CLCC project, we expect the following existing advisory committee members will take an active role in the Henry Ford Academy: Community Resource and Learning Center:

Mike Valdes
 Shirley Gonzales
 Pat DiGiovanni, Centro San Antonio
 Jon Hinojosa, SAY Sí
 Henry Munoz
 Harvinder Singh
 Paula Owens, Southwest School of Art
 Ernest Bromley

At the beginning of the 2016 academic year, Alameda Community Resources and Learning Center will work with HFA Alameda to add advisory committee members who represent student and family interests.

In addition to these local advisory committee members, HFLI and HFA Alameda will continue work they have done with colleagues at the National Dropout Prevention Center/Network to include them as advisors on this project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HFA Alameda, through the leadership of its Superintendent, has developed a communication plan to manage all aspects of the various components of programs under this 21st Century Community Learning Centers grant. The plan includes regularly scheduled and ad-hoc meetings to share information, review priorities and student needs, address challenges, and adjust activities to meet the objectives of HFA Alameda School and the students and families served by the HFA Alameda Community Resource and Learning Center and the program guidelines of this grant.

Proposed standing meetings will include:

- Daily check-in meetings between the Project Director and Family Engagement Specialist.
- Weekly check-in meetings between the Project Director and Superintendent of HFA Alameda.
- Bi-weekly meetings of the full Center team that includes the Project Director, Family Engagement Specialist, and the HFA Alameda School leadership team comprised of the Superintendent, Vice Principal, School Counselor, and Director of Curriculum, Instruction and Achievement.
- Monthly meetings between the Project Director and HFA Alameda School Business Manager to review expenditures related to the budget.

Regular meetings will also be scheduled between the Project Director and School staff to discuss student specific progress toward goals, revising the plans as needed, and general feedback on Center programs. These meetings will be scheduled in alignment with the teachers' weekly class schedule once finalized for the upcoming school year.

The budget includes attendance by the Project Director at two national conferences (National Afterschool Association and Best Out Of School Time) as well local/regional Texas ACE and other training. Following his/her participation in these conferences and trainings, the Center's Project Director and/or Family Engagement Specialist will provide a debrief with the Superintendent and School Leadership Team. Additional training of Center program delivery staff and/or school day staff may be scheduled as appropriate based.

With the National Dropout Prevention Center/Network supporting this grant application and its activities, we will also use opportunities at its national and regional conferences to gain knowledge, share results and insights, and integrate their expertise to provide the highest quality programming to students and parents.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Henry Ford Academy: Alameda Community Resource and Learning Center		
9 digit campus ID#	015833001	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9-12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	Henry Ford Academy: Alameda School for Art + Design			
9 digit Campus ID #	015833001			
District Name (if different)				
Distance to Center	0			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Feeder School HFA Alameda is a Title 1 school campus qualifying with a low-income rate of 53%. The majority of its Title 1 funding supports teacher recruitment and development, contracted services for administrative, instructional/curriculum development and school improvement, and training with ESC 20 coaching and professional development support to help teachers be more effective in their classrooms. A small amount of this funding also underwrites focused college visit trips for students.

As a relatively small Center serving a small school, we have the privilege of very close relationships with the people involved and the ability to be highly personalized in responses, basing our interventions on research-based best practices that are combined into individualized action plans that can be tailored in real time to meet emerging and changing needs of both students and their families.

At the beginning of the school year, the Project Director, along with the Family Engagement Specialist, will work with the School Superintendent to create a committee which will include the local Director of Curriculum, Instruction and Achievement, Student Counselor, PEIMs Clerk, and a returning teacher to identify which students would most benefit by supplemental academic enrichment. This team will prioritize student needs and resources and coordinate support and supplementary program participation. The data to be reviewed will include:

- Previous year report cards
- STAAR testing data
- Attendance records
- Social/emotional assessment (based on observation and parental input, including parent meetings at the beginning of the program)
- Individual Student Graduation Plans (developed with the student by School Administrators and Teachers)

The Center team will design and employ a student referral form as a mechanism to identify students and coordinate services between the School and Center.

Using data as outlined in Schedule 16, Statutory Requirement #5, this committee will review and reprioritize needs and resources and at the close of every 9-week academic block. After regular reviewing of the data, the Project Director will meet with individual students to help them track their own program participation and to review how the program is working on better enhancing their educational environment. The Project Director will keep detailed records and data on weekly participation on each student and will swiftly work with the grant team to ensure that students who seem to be having difficulties participating in the program are counseled quickly and brought back into the program fold. If additional help is needed to work with the individual student, then the Family Engagement Specialist and school Counselor will be called in to help mentor the student and family through the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a single feeder Center, Henry Ford Academy: Alameda Community Resource and Learning Center and its programs will be managed by one full-time Project Director, one part-time Family Engagement Specialist, and various program delivery staff that will include contract staff, regular school day teachers earning stipends for additional work, and staff and/or volunteers from other community based organizations. As the applicant, oversight of the grant-funded project will be done by Superintendent, Jessica Sanchez, of HFA Alameda School.

During the regular school year, the Center will operate for a minimum of twelve hours per week, Monday-Thursday from 4-7 p.m. for a total of 30 weeks. The Center will follow a similar schedule to that of HFA Alameda School and will be closed during school holidays and breaks. The 30 weeks include those when the Monday-Thursday schedule can be maintained. Summer hours will be 9 a.m.-1 p.m. Monday-Thursday for a total of 16 hours per week for six weeks. The Center is scheduled to be open a total of 36 weeks.

The Center may be open additional hours to accommodate activities that are less than weekly or are of a more sporadic nature. For instance, it is expected that the Center will be open for additional hours to accommodate programs such as credit recovery that operates one Saturday per month or Innovation Springboard: JumpStart that includes hours on Friday-Sunday five times throughout the year.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HFA Alameda Community Resource and Learning Center will replicate the security process already in place for operations at HFA Alameda.

For specific safety needs, security staff will be on location to ensure student and staff safety during the center's operating hours. For students and parents attending programs and events, there is video camera identification prior to allowing any person entrance to the building. In addition, all staff are required to wear school identification badges to provide visible evidence that they are regular members of the school community and have completed all TEA-required background checks for staff and volunteers.

The Center's Project Director will be responsible for ensuring all students, teachers and volunteers sign in on paper sheets at the beginning of each individual program session. Participants will have to sign in their time of arrival and again at departure and the teacher or program leader will be responsible for verifying the time there. This will help with attendance verification in order to meet program requirements, in addition to tracking student arrival and departure times for each program day.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports, and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Programs and activities for Henry Ford Academy: Community Resource and Learning Center have been developed with input of HFA Alameda School teachers and administrators with support from its charter management organization, HFLI, and the National Dropout Prevention Center/Network (NDPC/N) to align with the needs of the school, its students and families in helping these children succeed academically. Activities and programs in this proposed program for the Center directly address the needs defined by the leadership team of its sole feeder, HFA Alameda School, in ways that do not or cannot be duplicated during the school day and that complement the school day curriculum and support mastery of the Texas Essential Knowledge and Skills. For each program, curricula and lesson plans will be developed that articulate the alignment between the program activities and objectives, Center and School goals and support of mastery of the Texas Essential Knowledge and Skills (TEKS). Pre- and post-test assessments of content knowledge and comparison with classroom grades will provide supporting data of the success of the programs or need to adjust.

For example, in the Mini Master Class in Theater summer class for "Script Writing" that culminates in a public theatrical performance provides an innovative and engaging approach to teaching content related to the following TEKS:

- Section 110.31 §110.31. English Language Arts and Reading, English I (One Credit), Beginning with School Year 2009-2010. (and sequential TEKS for English II, III and IV)
- Section 110.46 §110.46. Independent Study in English (One-Half to One Credit)
- Section 110.47 §110.47. Reading I, II, III (One-Half to Three Credits)
- Section 110.48 §110.48. College Readiness and Study Skills (One-Half Credit)
- Section 110.49 §110.49. Visual Media Analysis and Production (One-Half Credit)
- Section 110.50 §110.50. Contemporary Media (One Credit)
- Section 110.51 §110.51. Literary Genres (One-Half to One Credit)
- Section 110.52 §110.52. Creative Writing (One-Half to One Credit)
- Section 110.53 §110.53. Research and Technical Writing (One-Half to One Credit)
- Section 110.54 §110.54. Practical Writing Skills (One-Half to One Credit)

In each of the following programs, we anticipate explicit alignment with and reinforcement of TEKS in the following core subject areas:

- Mini Master Classes in Art/Design – math, science, social studies
- Earn-a-Bike – science, English Language Arts and Reading, art, engineering
- Ford STEAM Lab – science, technology, engineering design, math and arts
- Innovation Springboard: JumpStart – engineering design, math, ELA, social studies, arts, entrepreneurship

Other programs and activities which may not expose students to discipline-specific academic content will provide opportunities to develop and practice the life and study skills necessary to be able to learn effectively and succeed in high school, college and career. A National Dropout Prevention Center/Network technical research and publication supports the notion that programs which may not focus on academic content but do promote family engagement, behavioral intervention, and literacy development are the most significant evidence-based solutions to address the dropout problem in America.

Reference:

S. L. Chappell, P. O'Connor, C. Withington, & D. A. Stegeline. Clemson, SC: A Meta-Analysis of Dropout Prevention Outcomes and Strategies, National Dropout Prevention Center/Network. April 2015.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The small size of HFA Alameda School helps us a great deal in making sure that we know each and every student and their families and can communicate these needs with staff of HFA Alameda Community Resource and Learning Center. Planned staff to student ratios for proposed activities at the Center range from a possible one-to-one ratio for instruction and coaching for tutoring and credit recovery to a maximum student/staff ratio of 20:1 for intramural sports. Low staff to student ratios at the Center and close coordination and open communication with the leadership team at its feeder school will create a nimble and adaptable approach to identifying, counseling and engaging at-risk students and families.

The approach that HFA Alameda School and HFLI have developed for redesigning how we learn also includes innovation through design thinking, a creative problem solving process. By its very nature, this design thinking mindset sets a tone and expectation for building empathy, prototyping and testing solutions, gathering feedback and making adjustments. This same mindset will be incorporated in staff professional development, program development and assessment in order to continuously improve the offerings and support provided by the Center.

HFLI's model uses this structured process, with specific strategies and tools to address each phase as needed:
Empathy => Define => Ideate => Prototype => Feedback => Reflect

As part of the feedback phase, we use data to back up our assessments to avoid assumptions that might not be true. For Center programs and participation, the following information will be reviewed to inform decisions:

- Personal list of credits needed for each student to graduate to next grade level and for completion of high school through use of transcripts, and discussion with student and family
- Tutoring decisions based upon teacher recommendation, student class performance data, and STAAR test data
- Extra curricular program demand and success based on teacher recommendation (staff knowledge of student), student surveys on "how they are doing," student interest thru signing up, and review of collective and individual data on student performance
- Personal learning planning for students guided by discussion with Counselor

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist is directly responsible for the development and implementation of family/parental involvement program for the Community Resource Learning Center, focusing his/her efforts on the essential efforts to engage families of Henry Ford Academy: Alameda School for Art + Design and help ensure strong, regular and meaningful participation of families and their students in its after-school program. His/her support will be critical to developing and implementing programs that demonstrate high quality and lead to transformational outcomes for engaged adults and participating learners by improving student academic achievement, daily attendance, learning focused behavior, promotion rates and on-time graduation rates. The Family Engagement Specialist will have responsibility in the following areas:

Administrative Coordination. Oversee the planning for and implementation of a coherent, balanced series of engagement programs that support strong participation in transformative learning opportunities for families and students beyond the formal school day and academic year.

Program Development and Delivery. Create and refine program offerings, family and community engagement events, develop support materials, facilitation plans and implementation strategies; deliver or ensure effective facilitation of effective family and community engagement programs and events.

Student/Family Engagement. Recruit for and sustain strong enrollment in program learning experiences among a wide range of students and families, promoting reliable and regular attendance, attention to academic growth and achievement, and planning for life-long goals.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since Henry Ford Academy: Alameda Community Resource and Learning Center is a single feeder Center, the Family Engagement Specialist will be dedicated to the development and implementation of family programming and the recruitment of participant families from HFA Alameda School.

As outlined in Schedule 17/Requirement 2, the management plan for the Center includes regularly scheduled meetings to share information, review priorities and student needs, address challenges, and adjust activities to meet the objectives of HFA Alameda School and its students and families who are served by the Center. This includes a close working relationship between the Project Director and Family Engagement Specialist and regular interaction with the leadership team and teachers of HFA Alameda School. These meetings will include review of recruitment strategies for families of targeted students, both on a more macro level and on a case by case basis. Center staff, including the Family Engagement Specialist, will act as an integral part of the HFA Alameda team providing comprehensive and personalized learning support for all members of our learning community, youth and adult alike.

Referrals of students and their families will be made by HFA Alameda staff based on each student's Individual Graduation Plan.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015833

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center activities and programs for family engagement under this grant will take place on the campus of HFA Alameda in the Casa de Mexico International Building next to the renowned Alameda Theater, on historic Houston Street in downtown San Antonio.

Monthly Parent Connect meetings will be held in the evenings to allow for greater engagement of working parents. An individual parent meeting with each participating student will be held at the beginning of the program, mid-year and at the program's conclusion. With these, parents will be able to become more actively involved in their student's educational success.

Parent participation will be encouraged as audience members for Innovation Springboard: JumpStart, Theater performance (Master Class), intramurals sports activities, art exhibits and other programs.

Parents and families will now have access to financial literacy classes and FAFSA support for their students, helping them to navigate the often daunting process of college and financial aid application and affordability.

Extended LGBT Parental Support will be provided by the San Antonio Pride Center that gives families an opportunity to better understand and support their students which will remove some distractions and barriers to successful student learning.

The Project Director and Family Engagement Specialist will actively seek out resources through community organizations that can be brought to the Center and made available to the working families supported in this grant. This includes building upon existing relationships such as those with Big Brothers/Big Sisters, San Antonio Pride Center and Earn-a-Bike, as well as developing new partnerships and liaisons with programs and resources that can be added at no or low cost and enrich engagement opportunities (for things like healthy cooking demonstrations by local markets or financial literacy by local banking institutions.)

Center hours of 4-7p.m. allow for seamless participation from HFA Alameda students whose regular class day ends at 3:45 p.m. This also provides a safe, productive place for students to be at the end of the traditional business day, bringing parents peace of mind and no-cost care and enrichment programs while they are at work.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 015833			Amendment number (for amendments only):	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015833

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015833

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 015833

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 015833

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 015833

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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